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ABSTRACT

Concern about the thoroughness of surveys conducted by the National Center for Education Statistics (NCES) to collect descriptive data on the nation's nonpublic elementary and secondary schools prompted the NCES to conduct a validation study. A stratified random sample of 21 geographic areas was selected. Site visits were made to six of these areas and long-distance methods were used to search the rest. The study focused on the non-Catholic sector of private education because the list of Catholic schools was believed to be reasonably complete. Of almost 20,000 schools included in the NCES survey lists, 277 were located in these sampling areas. Several methods were employed and compared for seeking previously unlisted schools. These methods were based on governmental requirements for registering schools, the use by schools of advertising, linking relationships with other religious and educational organizations, and public school records of student transfers to nonpublic schools. This report discusses the study's findings related to the reliability of NCES private school lists, the growth of private schools, the reliability of data from the original and more recent surveys, and effective methods for identifying schools. Appendixes--half of the report--provide supplementary tables and individual site reports for the six sites visited. (PGD)

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Technical Report No. 20

Nonpublic school pupils: How many are there, really?

A validation check on NCES surveys

Donald H. McLaughlin
Thomas W. Bakke

Prepared by

SAGE
STATISTICAL ANALYSIS GROUP IN EDUCATION

For the

National Center for Education Statistics

U.S. DEPARTMENT OF EDUCATION
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American Institutes for Research

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TECHNICAL REPORT NO. 20

NONPUBLIC SCHOOL PUPILS: HOW MANY ARE THERE, REALLY? A VALIDATION CHECK ON NCES SURVEYS

Submitted to the National Center for Education Statistics

by

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October 1981

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INTRODUCTION

The National Center for Education Statistics (NCES) collected descriptive data on approximately 20,000 nonpublic elementary and secondary schools for three consecutive school years, starting in 1976-77 (McLaughlin and Wise, 1980; Nehrt, 1981), and has collected further data in 1980-81. In the first three of these surveys, there was a substantial rate of nonresponse among identified schools, and responses were statistically imputed where missing to improve estimates of population totals, variances, and correlations. There was concern, however, that pupils in an additional set of schools were completely missed by the survey, so that population estimates were still incomplete, in spite of statistical imputation. A brief examination of six state private school directories (Loren and McLaughlin, 1980) added to the concern, when these yielded sufficient numbers of previously unidentified schools to suggest that there were on the order of 2,000 additional schools, nationwide.

As part of the current SAGE work (NCES, RFP No. 80-63), NCES is carefully examining its nonpublic school universe in a sample of geographic areas to determine the exact level of incompleteness of its data file and to identify cost-effective methods for improving universe coverage. Completeness of the universe estimate is particularly important for addressing questions of growth and decline of nonpublic school enrollments from year to year. The 1980-81 survey, for example, has identified several thousand schools not previously on the NCES universe file, and the question of how many of these are new schools, as opposed to old but previously missed schools, is crucial for estimation of growth rates. Each newly identified "old" school, if wrongly classified as "new," is a double error, increasing the numerator of the growth ratio while decreasing the denominator.

The universe validation study carried out by SAGE focused on a stratified random sample of 21 geographic areas. Site visits were made to six of the areas, and long-distance methods were used to search the remaining 15. The SAGE validation study focused on the non-Catholic sector of nonpublic education because the data file for this sector was considered to be substantially less complete than the file of Catholic schools. Especially through the work of the National Catholic Education Association Data Bank,

a reasonably complete list of Catholic schools has been available each year. Of 19,663 schools listed on the NCES file as open in 1978-79, 9,849 were Catholic and 9,814 were non-Catholic. Of the latter 9,814, 177 were in counties or parts of counties selected by SAGE for searching. Thus, in order to replicate the work described in this report for the nation, roughly 35 times the effort (9,814/277) would be required, although substantial savings due to the larger scale might be realized.

METHODS

Sample Selection

The aim was to select 21 areas with approximately 100,000 population each; for this, counties were used as the primary sampling unit, and large counties that were selected were further subdivided. Counties were partitioned into the following six strata:

(1) all the counties in the Northeast region, population less than 1,000,000;

(2) urban counties in the Southeast region, population less than 1,000,000;

(3) rural counties in the Southeast region, population less than 1,000,000;

(4) urban counties in the Central and West, population less than 1,000,000;

(5) rural counties in the Central and West, population less than 1,000,000; and

(6) all counties with population greater than 1,000,000.

A county was classified rural if more than the median of 22% of the population was rural. Four counties were selected from each of the first five strata, and one of the 17 counties in stratum 6 was selected. In the first five strata, the sampling was proportional to resident population, as of 1970, in order to increase the precision of estimates for large population areas. One county in each stratum was randomly selected for site visit, while the remaining three were searched using long-distance methods only. Because of the desire to limit the total effort, each selected county with

over 350,000 population in 1970 was subdivided approximately in half, on a geographic basis. To compute case weights for subdivided counties, the populations of the county subdivisions were estimated from the proportions of population in cities and towns in the subdivisions. Thus, for example, suppose the recorded population in county X is 500,000, and the sum of the populations of cities and towns in the county is 100,000 for the selected subdivision and 300,000 for the remainder of the county. This means 100,000 reside in areas not in any city or town. Our estimate of the population of the selected subdivision would be 125,000, that is,

$$100{,}000 \times \frac{500{,}000}{400{,}000}.$$

The selected counties and parts of counties and the number of schools open and on the NCES list in 1978-79 in each, along with corresponding case weights, are shown in Table 1. The case weights have been used in computing total estimates of numbers of schools and pupils for the nation, based on the 21 sample areas.

Prior to calculations of final weights, two adjustments to the list of 277 schools in the 21 geographic areas were made. First, six previously unidentified duplicate records were eliminated. Second, thirteen schools imputed to be closed were, for the purposes of this study, considered tentatively to be open. Thus, our basic set of "existing" schools was 277 -6 + 13 = 284. We estimate that applying these corrections and adjustments to the entire 1978-79 file would increase the basic file to 9,814 x (284/277) = 10.062. Case weights were then adjusted to eliminate sampling error by forcing the weighted estimate of schools open and on the 1978-79 file to match the known total on the file. This adjustment consisted of multiplying all weights by 1.1313.

Search Methods

The search methods employed by SAGE for locating non-Catholic nonpublic schools were designed to identify and compare potentially successful strategies. These methods made use of the various ways in which a school can be expected to interact with its environment: (1) required registrations, (2) advertising a service, (3) organizational linkages, and (4) obtaining referrals of students. The particular instances of each category of interaction with the environment varied from site to site, and one purpose of the site visits was to identify that variation.

Table 1

SAGE Sample Geographic Areas

County and State	Number of Schools on NCES List and Open in 1978-79*	Case Weights
Stratum 1		
**1. New Haven, CT	6	59
2. Burlington, NJ	9	28
**3. Monroe, NY	15	33
4. Erie, PA	8	35
Stratum 2		
**1. Broward, FL	53	17
2. Jefferson, LA	29	21
3. St Louis City, MO	31	11
4. Potter, TX	5	81
Stratum 3		
1. Talladega, AL	2	118
2. Lafayette, LA	6	70
3. Haywood, NC	0	183
4. Williamson and Maury, TN	5	97
Stratum 4		
**1. Ventura, CA	24	29
2. Scott, IA	3	54
3. Bernalillo, NM	15	25
4. Spokane, WA	13	27
Stratum 5		
1. Butte, CA	11	75
2. Elkhardt, IN	14	60
3. Ottawa, MI	21	59
4. Trumbull, OH	4	33
Stratum 6		
**1. Cuyahoga, OH	10	85
TOTAL =	284	

* Includes schools that were imputed to be closed.

** Indicates counties that were subdivided.

Required Registrations. Many city, county, and state governments require registration of nonpublic schools, and an initial search for schools was made using these records before consulting the other sources. Current educational directories for each state were included here, although registration requirements vary widely from state to state, and some states do not require registration at all. Current educational directories were ordered for the sample states (in almost all cases, for the 1980-81 academic year). Also, because of the various clauses in the Educational Amendments of 1978 that require the Local Education Agencies to keep track of children in nonpublic schools (see McLaughlin (Ed.), 1979), LEAs were contacted to determine whether their lists of the nonpublic schools in their districts would be a useful locating source.

Advertising a Service. Nonpublic schools, especially newly established schools seeking students, are likely to advertise in the telephone Yellow Pages and in publications likely to be read by parents interested in private education for their children. A distinction was made here between schools that were created primarily to serve students from a particular group (e.g., a church denomination) and schools created to serve students from the general population. The former may limit their advertising to particular organizational publications, which we considered in the category of "organizational linkages" below. Any schools advertising for the general public, however, are likely to use the telephone Yellow Pages, and we limited our search in this category to that publication, and primarily to the sections for Elementary and Secondary Schools, Kindergartens, Nurseries, Day Care Centers and Special Education Schools. This source may fail to uncover very new schools due to the telephone book publication lag.

Organizational Linkages. Three organizational linkages were used that we felt had potential value and might reach schools that do not advertise for the general public. These linkages are with (1) religious organizations, (2) other nonpublic schools, and (3) the Local Education Agencies. Each of these were explored insofar as it was feasible. Unlike the national survey, we did not approach national religious organizations to obtain lists of denominational schools. We anticipated defensive responses with regard to the first two types of organizational linkages, and where necessary we gathered only information that was perceived by respondents as innocuous (e.g., a statement that a given school exists, possibly without

enrollment figures or date of establishment). Of course, we attempted to corroborate such information. In general, however, we expected to be able to convince respondents of the benign, nonburdening purpose of the study: namely, to estimate a correction to the government's statistics on the number of children enrolled in private schools so that policies will be developed that more closely reflect the actual state of affairs.

Obtaining Referrals of Students. Attempts were made in site visit counties to gain access to public school records of student transfers in order to find out the nonpublic schools to which students have transferred. These attempts were informal, not including prior submission of a formal letter of justification or authorization. Although we were not successful in obtaining transfer lists in most cases, this contact provided the opportunity to assess the extent of local public school officials' awareness of private schools in their area and thus the utility of such a strategy for locating private schools.

Site Visits vs. Long Distance Searches

In order to evaluate the necessity for expensive search procedures, we compared two alternative categories of methods: site visits and long-distance searches. Six sample areas were selected for site visits, and a visit to each was conducted in approximately four days by a single SAGE staff member during March, April, or May 1981. In summarizing site visits, the SAGE staff member recorded the nonpublic schools identified by each source, problems encountered in using the source, and limitations that are likely if the source is accessed from a distance. In addition, nonpublic schools on the NCES file were checked to determine which schools, if any, had closed, moved to another part of the county, moved out of the county, or were incorrectly listed. Reports of individual site visits are reproduced in Appendix B.

Long-distance searches were conducted in the remaining 15 sample areas. Data from site visits and long-distance searches were combined in order to obtain population estimates. The following long-distance procedures were used: (1) state educational directories were compared to the NCES file to determine potential schools, (2) telephone Yellow Page listings for schools (including elementary and secondary, kindergarten, nursery, special education, and day care centers) were searched for potential schools, (3) telephone Yellow Page listings for churches were searched for mention of

potential schools, (4) local government (e.g., chambers of commerce, libraries) and education agencies were contacted for potential schools, (5) all potential nonpublic schools not on the NCES file were contacted, insofar as possible, and (6) all Baptist churches in the Yellow Page listings were called (with one call-back for non-answerers) to estimate the frequency of nonadvertised church-sponsored schools. The national survey being conducted simultaneously in a separate effort used only the first of these six procedures, supplemented by other organizational lists.

In order to estimate the rate of closures among schools on the 1978-79 NCES file, these schools were checked against current telephone directories. If a school had had a telephone number listed on the 1978-79 NCES file (indicating that if in operation it would be listed in the directory) but had no listing in 1980-81, it was considered closed.

RESULTS

The results of this effort are twofold: (1) estimates of the numbers of non-Catholic nonpublic elementary and secondary schools and students in the country, overall and by grade span, and growth rates, and (2) evaluation of methods for locating schools. Our population estimates were obtained in two steps: careful examination of results for each of the 21 selected geographic areas and weighted aggregation of these based on the sample selection probabilities. The first step was necessary in order to clarify numerous confusions, such as identification of different schools at the same location and of duplicate entries.

Number of Schools

The results for number of schools are summarized in Table 2, which shows for each geographic area the number of schools on the NCES list (and assumed open in 1978-79), the additional number of schools found that were open in 1978-79, the number of schools that were found to have closed after 1978-79, and the number of schools that were found to have opened after 1978-79. Schools that were open only for one year, 1979-80, would not have been found and are not represented in Table 2. Also, any schools missed by NCES in 1978-79 which closed before 1980-81 are not represented in Table 2.

Table 2

Number of Schools for Sample Geographic Areas

	(a) Number on NCES list and open in 1978-79	(b) Number open in 1978-79 and not on NCES list	(c) Percent on NCES list and open in 1978-79 $\frac{a}{a+b} \times 100$	(d)[1] Number closed since 1978-79	(e)[2] Number opened since 1978-79	(f) Estimated annual growth rate $\left(\left(\frac{e-d}{a+b}+1\right)^{\frac{1}{2}}-1\right) \times 1$
TOTAL	284	96	74.7	13	65	6.6
Stratum 1						
1	6	3	66.6	0	2	10.6
2 (v)[3]	9	13	40.9	1	1	0.0
3	15	4	78.9	2	2	0.0
4	8	4	66.6	0	6	22.5
Stratum 2						
1	53	10	84.1	1	5	3.1
2	29	5	85.2	2	5	4.3
3	31	4	88.5	0	2	2.8
4 (v)	5	3	62.5	1	4	17.3
Stratum 3						
1	2	0	100.0	0	2	41.4
2	6	2	75.0	0	1	6.0
3	0	0	-	0	1	-
4 (v)	5	6	45.5	1	1	0.0
Stratum 4						
1	24	14	63.1	0	8	10.0
2	3	2	60.0	0	1	9.5
3 (v)	15	6	71.4	0	3	6.9
4	13	5	72.2	0	6	15.5
Stratum 5						
1	11	5	68.7	3	4	3.1
2 (v)	14	2	88.2	0	7	19.9
3	21	2	91.3	1	1	0.0
4	4	1	80.0	1	1	0.0
Stratum 6						
1 (v)	10	5	66.6	0	2	6.5

1. See "Search Methods" for procedure used in determining closures.
2. Includes 18 schools where date of establishment is unknown but believed to be recent.
3. (v) indicates site visit.

We believe these to be very small sets. Table 2 also includes the percentage of schools open in 1978-79 that were on the NCES list and the estimated annual percentage growth rate. These results were translated into population estimates for each stratum, shown in Table 3. Based on a one-way analysis of growth rate variance, the between-strata differences are not significant ($F(4,14)=1.05$).

Overall, then, we estimate that 72.1% of the non-Catholic schools open in 1978-79 were on the NCES list, and that the annual growth rate in number of non-Catholic schools in the two years since 1978-79 has been 8.2%. Using these estimates, the overall number of non-Catholic nonpublic schools operating in the United States during each of the last three years were approximately 13,700, 14,800, and 16,000. The total longitudinal file of non-Catholic schools open in at least one year of the four surveyed should have approximately 17,300 records: 10,500 (on the file in 1978-79) minus 200 (the estimated number of duplicate listings on the file) plus 4,000 (the estimated number open in 1978-79 but missed) plus 3,000 (the estimated number opened in 1979-80 or 1980-81).

The undercoverage in 1978-79 and the emergence of new schools were relatively uniform across the country. Thus the NCES file does not appear to overrepresent one region in comparison with others. The frequency of missed schools, like the frequency of schools found by NCES, is primarily a function of the population of an area. In fact, the unweighted correlation, across counties, of number of schools on the NCES list and number missed in 1978-79 is .47. There was also a small and statistically insignificant tendency for new schools to emerge in areas where nonpublic schools already exist. The unweighted correlation between the number of schools on the NCES list and the number of new schools is .23.

Enrollments

Our estimation of enrollments is somewhat less direct, because we only obtained 1980-81 enrollment figures in most cases, and in some cases we obtained no enrollment figures at all. Our approach was to estimate from available data the average enrollment per school in each site. The results are presented by strata in Table 4. Averages for each site are given in Appendix A. Note that the numbers in columns (a) and (d) are 1978-79 enrollments, and the numbers in columns (b) and (c) are 1980-81 enrollments.

Table 3

Weighted Population Estimates for Schools

	(a) Number on NCES list and open in 1978-79	(b) Number open in 1978-79 and not on NCES list	(c) Percent on NCES list and open in 1978-79 $\frac{a}{a+b} \times 100$	(d)[1] Number closed since 1978-79	(e) Number opened since 1978-79	(f) Estimated annual growth rate $\left(\left(\frac{e-d}{a+b}+1\right)^{\frac{1}{5}}-1\right) \times 100$
Stratum 1	1381	813	62.94	66	422	7.80
Stratum 2	2256	562	80.05	140	536	6.73
Stratum 3	1141	722	61.25	97	586	12.36
Stratum 4	1584	799	66.47	0	523	10.42
Stratum 5	3036	646	82.45	317	812	6.50
Stratum 6	850	425	66.66	0	170	6.45
Totals	10,248[2]	3967	72.09	620	3049	8.21
Standard Error of Measurement	0	±709	±11.0	±248	±498	±4.8

1. See "Search Methods" for procedures used in dererming closures.

2. Does not exactly equal 10,062 because of rounding of case weights to integers. As noted in the text, this total includes schools previously imputed to be closed but deletes an estimated number of duplicate records.

Table 4

Enrollment Averages for Non-Catholic
Nonpublic Schools in Sample Geographic Areas

	(a) Schools on NCES list and open in 1978-79	(b) Schools open in 1978-79 and not on NCES list	(c) Schools opened since 1978-79	(d) Schools on NCES list in 1978-79 but now closed
Stratum 1	145 (n=38)	78 (n=24)	53 (n=7)	42 (n=3)
Stratum 2	234 (n=118)	118 (n=21)	49 (n=10)	192 (n=4)
Stratum 3	203 (n=13)	97 (n=8)	64 (n=4)	240 (n=1)
Stratum 4	180 (n=55)	88 (n=25)	61 (n=14)	0 (n=0)
Stratum 5	227 (n=50)	88 (n=10)	31 (n=9)	46 (n=5)
Stratum 6	211 (n=10)	194 (n=5)	300 (n=2)	0 (n=0)
Weighted Average	208 (n=284)	98 (n=93)	61 (n=48)	103 (n=13)

A comparison of 1978-79 and 1980-81 enrollments of 263 schools open in the sample counties in both years indicated an average enrollment drop of 6.4 students per school over the two years, a statistically insignificant change. Further analyses that we have performed assume that the average school size did not change between 1978-79 and 1980-81.

Grade Span and School Type

Schools on the NCES list and in the SAGE validation study were classified into five types: (1) elementary, (2) middle, (3) secondary, (4) combined elementary and secondary, and (5) other, including special, vocational, and alternative schools. The first four of these can be defined in terms of grade span, as shown in Figure 1. Because there were very few middle schools on the NCES file and none were found in the validation study, this category was combined with elementary schools.

The results of the study are shown in Table 5. Generally, schools not on the NCES list or newly formed were of all four types in approximately the same proportions as those on the list. Moreover, where stable estimates could be made, there were no substantial interactions between school type and school size in determining whether a school was present or absent from the NCES list in terms of school size. The only significant differences that were found in Table 5, that more of the schools (old and new) found in the SAGE validation study than were on the NCES list were combined elementary and secondary schools (51% and 48%, compared to 33%), could be explained in terms of instrumentation. The original NCES questionnaire asked respondents themselves to indicate a school type independent of grade span, with only rough definitions of types. Thus, some schools with a ninth grade may have considered themselves primarily elementary and some schools with a six to twelve grade range may have called themselves secondary.

Overall, the average size of schools missed in 1978-79 was slightly less than half the size of schools included on the NCES list. Interestingly, the correlation between these two sets of enrollments across counties is quite high, $r = .74$. Thus, enrollment in responding schools might well be used for imputing the enrollments of nearby nonresponding schools. The size of new schools was about 3/10 the size of schools on the NCES list, and the size of these new schools was uncorrelated with the size of schools on the NCES list across counties ($r = -.004$). That is, not surprisingly, schools generally start out small everywhere.

Figure 1

Method for Determining Type of School

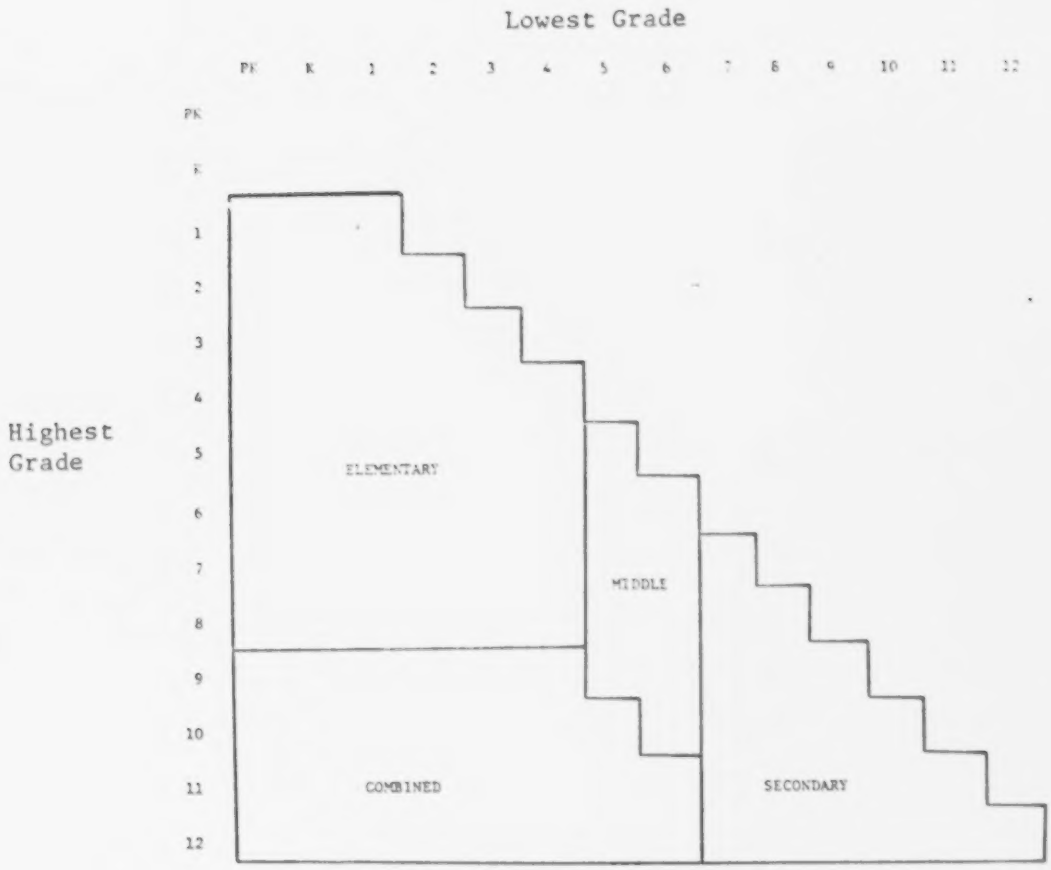

Figure 1. Definition of school types in terms of grade span.

TABLE 5

SCHOOLS BY TYPE AND ENROLLMENT SIZE

Percentage of Schools

Type	(population) on NCES list	(sample) newly found old schools	(sample) newly opened schools
Elementary or Middle	48%	41%	36%
Secondary	9%	4%	4%
Combined El. & Sec.	33%	51%*	48%*
Other	10%	4%	12%

*$p < .01$ for difference in proportion from NCES list to be random.

Average School Size

Type	(in 1978-79)	(in 1980-81)	(in 1980-81)
Elementary or Middle	137(n=4729)	96(n=37)	45(n=20)
Secondary	236(n=900)	73(n=4)	300(n=1)
Combined El. & Sec.	276(n=3216)	109(n=49)	67(n=25)
Other	74(n=972)	53(n=4)	52(n=3)

The 1978-79 total nonpublic school enrollment based on the NCES file was 3.30 million in Catholic schools and 1.72 million in other schools (McLaughlin & Wise, 1980). Based on the results of the present study, we would estimate the latter number to be 9,814 x 208 = 2.04 million. Thus, we infer that the counties in our sample contained larger schools than exist in the overall population, which is plausible; and we reduce our other student count estimates accordingly. Using the data on number and average school size of missed schools, we estimate that there were an additional 330,000 students in nonpublic schools in 1978-79. In other words, of the students in non-Catholic nonpublic schools that year, 84% were in schools on the NCES list; and of all the students in nonpublic schools, including Catholic schools, 94% were in schools on the NCES list. Our estimate of the growth of nonpublic enrollment, assuming no net enrollment changes across years for established schools, is 120,000 between 1978-79 and 1980-81 (=3,049 x 61 - 620 x 103). This is an annual growth rate of 2.9% for non-Catholic nonpublic school enrollment.

EVALUATION OF METHODS

Although we investigated a variety methods, only five appear to contribute to the identification of schools. That is, each of these five methods identified schools not identified by other means and together they cover the set we were able to find. The results of these methods are summarized in Table 6, which shows for each geographic area the number and percentage of schools located by state directories, and the additional number and percentage from other methods.

State Directories

Like the national survey undertaken by NCES in 1980-81, SAGE started with the NCES list and the state directories; we found numerous schools in the state directories but not on the NCES list, including a substantial

Table 6

Number of Schools Identified by Each SAGE Method

	Number listed in state directory	Additional yellow page listings under schools	Additional yellow page listings under special education	Additional yellow page listings under day care and nurseries	Additional yellow page listings under churches	Additional schools from all other sources
TOTAL	82 (51%)	42 (26%)	2 (1%)	4 (2%)	3 (2%)	28 (17%)
Stratum 1						
1	2	1				2
2 (v)[1]	3	8	1			2
3	3	3				
4	7	2		1		
Stratum 2						
1	14	1				
2	2	3	1	1	1	2
3	0[2]	5				1
4 (v)	5					2
Stratum 3						
1	0			1		1
2	1	1			1	
3	0					1
4 (v)	3	1				3
Stratum 4						
1	15	5		1	1	
2	2					1
3 (v)	7	1				1
4	6	4				1
Stratum 5						
1	3	4				2
2 (v)	5					4
3	3					
4	1					1
Stratum 6						
1 (v)	0	3				4

1. (v) indicates site visited.
2. Missouri does not include nonpublic schools in its state directory.

number that probably should not be included on the NCES list. As mentioned earlier, requirements for school registrations vary widely from state to state, and some state directories are more complete than others. Likewise, the amount of information given about each school in the directories varies. Some directories may give only the name of the school, while others may give address, date of establishment, grade or age span, and enrollment. Further, we do not know under what circumstances a school is deleted from the directories. Such information would be useful for estimation of school closures. Despite the problems associated with the state directories, they nevertheless proved an efficient and cost-effective source of additional schools in many states. In 11 of the selected sites, the state directories contained at least half of all the schools we were able to add to the NCES list. In addition, there were no incorrect inclusions in the listings in 13 of the 18 geographic areas for which state directories were available, although the other five geographic areas contained 21 incorrect listings (nine for one area). Directories for two states were not available for checking incorrect listings and one state directory does not list nonpublic schools. Table 7 gives the number of wrong listings for nonpublic schools in the state directories for the sample geographic areas. A "wrong" listing is an entry which our search indicated had closed or was not a school.

Yellow Pages (listings under "schools")

This source yielded more additions to the list of schools supplied by the state directories than any other source; moreover, it provided a means of gathering additional information on schools in the state directories, since most of them used this mode of advertising. A problem with Yellow Pages, however, is the limited and indefinite geographical coverage of each telephone book. In some cases, it may be necessary to acquire telephone books for each town or city in a particular area. Nearly each suburb of Cleveland, for example, has its own telephone book with corresponding Yellow Pages. These smaller books may have listings not included in the Yellow Pages of the larger metropolitan area books. This problem of geographical coverage is particularly relevant for rural and semi-rural areas. A potential solution to this problem is the use of computer searches of Yellow Page listings by the regional telephone companies. This procedure would

Table 7

Number of Apparently Wrong Listings for
Nonpublic Schools in State Directories

County and State	Number
Stratum 1	
1. New Haven, CT	0
2. Burlington, NJ	Not available
3. Monroe, NY	2
4. Erie, PA	2
Stratum 2	
1. Broward, FL	9
2. Jefferson, LA	0
3. St. Louis City, MO	Does not list nonpublic schools
4. Potter, TX	0
Stratum 3	
1. Talladega, AL	0
2. Lafayette, LA	0
3. Haywood, NC	0
4. Williamson, TN and Maury, TN	Not available
Stratum 4	
1. Ventura, CA	5
2. Scott, IA	0
3. Bernalillo, NM	3
4. Spokane, WA	0
Stratum 5	
1. Butte, CA	0
2. Elkhardt, IN	0
3. Ottawa, MI	0
4. Trumbull, OH	0
Stratum 6	
1. Cuyahoga, OH	0
	Total = 21

greatly increase the cost-effectiveness of using the Yellow Pages, while at the same time substantially reducing the time involved in generating a list of potential new schools. Of course, schools without telephones (or listed numbers) represent a particular problem. These are predominately rural Christian schools of Amish or similar denominations that are best located through contact with their regional organizational offices or through site visits to areas with known concentrations of such denominations.

Local Public School Offices

Calls to local offices frequently filled in details about particular schools (such as that one school closed and another opened at the same site) that would otherwise be difficult to interpret. However, this is not a reliable source for efficiently locating nonpublic schools because of the variation among LEAs in implementation of provisions of the Educational Amendments of 1978 relating to nonpublic schools.

Telephone Calls to Churches (listed in the Yellow Pages)

This method, although not very efficient, did yield a noticeable increment to the total count of schools. We found it effective to focus on one or two of the more fundamentalist Christian denominations, but this may be a peculiarity of the current trend in school growth. Some Christian schools do not advertise in the Yellow Pages because they use other recruiting techniques (e.g., organizational linkages with other churches of the same denomination), they prefer to remain anonymous, or they are not interested in drawing more students for one reason or another (e.g., lack of facilities or teachers). Calling churches uncovered these schools directly and indirectly through referrals. Contacting regional organizations of the various denominations may be a more viable alternative. Our calls to these churches did confirm a significant growth of schools in the Christian sector and the general difficulty of locating them.

Unobtrusive On-Site Methods

This method included driving around and looking for schools, talking to residents, and examining newspapers and other public information. We found this to be especially useful in rural or semi-rural locations, but travel costs preclude extensive use of this method. This method may, however, be cost-effective in areas with concentrations of Amish, Mennonite,

Hutterite, or other denominations that do not generally advertise or have telephones, if arrangements for data collection cannot be made with central offices of these denominations.

Other methods that did not appear to be particularly effective or efficient included use of local chambers of commerce, use of local teachers' college placement offices, visits to known nonpublic schools, and contact with city or county tax and recording offices.

At present, there is a growing Christian school movement whose leaders have discouraged cooperation with federal surveys as a matter of principle. They believe that education of children is an activity reserved for families and churches. Although this attitude may change with changing federal policy, some State Education Agencies have policies that are threatening to some private schools, so cooperation may still be questionable.

COMPARISON OF SAMPLE SURVEY AND NATIONAL SURVEY RESULTS

Results of the SAGE search were compared with the results of the national survey, for the sampled counties. The results are shown in Table 8. The national survey was carried out in two steps: (1) development of a mailing list from a variety of sources, and (2) obtaining returned questionnaires from schools on the mailing list. The development of the mailing list was designed to be liberally inclusive, and, in fact, the list included 23 entries which SAGE was able to verify should not be included and 18 more which SAGE was unable to verify but for which evidence of nonexistence (e.g., no telephone book listing) was available. The national survey mailing list included schools that were closed and institutions that were not elementary or secondary schools; and some schools classified as "newly identified" were actually on the 1978-79 NCES file.

Of the 166 entries which were verified either by SAGE or by the national survey as newly identified schools operating in 1980-81, SAGE contacted 161, or 97%, and the national survey obtained responses from 43, or 26%. The low response rate on the national survey must be interpreted in light of the fact that these were newly identified schools. The response rate for known schools was much higher. Nevertheless, it would be difficult to draw any strong conclusions about private school growth from the national survey data.

Table 8

Comparison of Schools Newly Identified by SAGE and by the 1980-81 National Survey, for 21 Geographic Areas

	Schools identified by SAGE	Schools not identified by SAGE
Schools responding to the national survey:	38	5
Mailing list entries on the national survey for which no responses were obtained:	40	42
Schools not included on the national survey mailing list:	83	? (0?)
Total	161	47

The national survey mailing list did contain 83 (or 50%) of the 166 verified schools, but it also contained an additional 41 entries which we have reason to believe should not be included on the NCES file. Therefore, the national survey mailing list cannot be considered as a candidate for a "skeleton file" of nonrespondents.

RECOMMENDATIONS

We cannot make a recommendation for future years without extensively comparing our results with the results of the national survey. If that survey arrived at the same estimates as the SAGE study, then their methods are most likely much more efficient. If, on the other hand, the regional and organizational lists used in that survey missed a substantial number of schools, we would recommend the following strategy.

Step 1. Obtain all state directories and other lists kept by SEAs and keep a record of all state policies toward nonpublic school accounting. In many states, this is likely to be sufficient.

Step 2. If CCD becomes operational on a regular basis as a shuttle survey, send each district (in states that do not maintain up-to-date fairly complete directories) a list of known nonpublic schools in the district with names and telephone numbers, with a request for updates.

Step 3. For states in which there is less than complete information from Step 1 and 2, obtain all Yellow Pages for the state and identify potential schools to be added.

Step 4. Administer a friendly telephone interview to newly identified schools, asking for (1) grade span, (2) enrollment, (3) year of origin, and (4) religious affiliation.

Finally, we turn to a question that was implicit in this study: "What is a school?" More precisely, we need to delimit the set of entities for which a record is included in the NCES Nonpublic School File. The first restriction must be that they are places where children between the ages of 5 and 17 spend time. (Note: This may not coincide with pragmatic definitions of the term--it's a school if it's on so-and-so's list of schools.) But how many children, how much time, and what about learning objectives?

Can an after-school day-care center be a school if it seeks to help children with their studies or to provide a learning environment? Do we worry about nonprofit status? How much public funding makes a school "public"? In some states, parents are opening private schools purely for the purpose of teaching their own children. Should those be included in the NCES list? What if the family has 10 or more school aged children? (This happens.) How do we set the grade range limits - do we include preschools that have a kindergarten? A small first grade? Do we include schools that teach secondary level subjects to adults? Do we include nonaccredited schools?

Answers to these questions require consideration of the reasons for having such a file of information. The file has two potential categories of use: to produce summary statistics on nonpublic schools and to produce a directory. The directory would have uses similar to the currently published directory of public school districts and would be about the same size. It would be useful for sampling for research studies as well as for general use by the public. The main argument against it is that it might displace existing directories published by the private sector and by state agencies.

For the purpose of summary statistics generation, if there is a complete basic directory, all data not necessary for sample stratification would be gathered on samples of less than a tenth of the total number of schools. The statistics based on such samples would be stable, and if the sample is well-designed, credible data from sample studies could be entered onto a single unified data base maintained by the Center. The data base could be structured to allow efficient access to needed subsets of the data using SAS.

One problem for this data base at present is how to include the 5000 additional schools we estimate to exist but about which nothing is known. We must either represent them by empty records on the file or by adding weights to the file. Neither of these alternatives is attractive. It may be better to add a documentation file that includes the results of the SAGE validation study so that users will be able to adjust their computations as they see fit to take into account the universe incompleteness.

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APPENDIX A

Supplementary Tables

Table A1

Average Enrollments for Schools
in SAGE Sample Geographic Areas

	Schools on the NCES list and open in 1978-79	Schools not on the NCES list and open in 1978-79	Schools opened since 1978-79	Schools on the NCES list and now closed
TOTAL	208 (n=284)	98 (n=93)	61 (n=48)	103 (n=13)
Stratum 1				
1	185 (n=6)	101 (n=3)	17 (n=1)	-
2 (v)	178 (n=9)	92 (n=13)	43 (n=1)	47 (n=1)
3	129 (n=15)	61 (n=4)	39 (n=1)	39 (n=2)
4	106 (n=8)	33 (n=4)	68 (n=4)	-
Stratum 2				
1	245 (n=53)	80 (n=9)	63 (n=3)	22 (n=1)
2	276 (n=29)	125 (n=5)	50 (n=1)	313 (n=2)
3	184 (n=31)	238 (n=4)	20 (n=2)	-
4 (v)	183 (n=5)	64 (n=3)	54 (n=4)	120 (n=1)
Stratum 3				
1	155 (n=2)	-	150 (n=1)	-
2	180 (n=6)	90 (n=2)	36 (n=1)	-
3	-	-	20 (n=1)	-
4 (v)	249 (n=5)	99 (n=6)	49 (n=1)	240 (n=1)
Stratum 4				
1	170 (n=24)	117 (n=13)	95 (n=6)	-
2	283 (n=3)	147 (n=2)	17 (n=1)	-
3 (v)	219 (n=15)	89 (n=5)	17 (n=3)	-
4	130 (n=13)	44 (n=5)	55 (n=4)	-
Stratum 5				
1	83 (n=11)	38 (n=5)	32 (n=1)	39 (n=3)
2 (v)	141 (n=14)	41 (n=2)	29 (n=7)	-
3	370 (n=21)	253 (n=2)	-	68 (n=1)
4	172 (n=4)	99 (n=1)	54 (n=1)	46 (n=1)
Stratum 6				
1 (v)	211 (n=10)	194 (n=5)	300 (n=2)	-

Table A2

Enrollment Changes per School

for Schools Open in 1978-79 and 1980-81

County and State	Number of Schools Reporting Enrollments in Both 1978-79 and 1980-81	Average Enrollment Change
Stratum 1		
1. New Haven, CT	7	-30.1
2. Burlington, NJ	7	8.3
3. Monroe, NY	12	20.9
4. Erie, PA	8	-4.5
Stratum 2		
1. Broward, FL	44	-11.0
2. Jefferson, LA	21	25.9
3. St. Louis City, MO	42	0.1
4. Potter, TX	3	50.7
Stratum 3		
1. Talladega, AL	2	-70.5
2. Lafayette, LA	6	-76.5
3. Haywood, NC	0	-
4. Williamson and Maury, TN	4	5.5
Stratum 4		
1. Ventura, CA	20	2.2
2. Scott, IA	3	-132.0
3. Bernalillo, NM	11	-31.8
4. Spokane, WA	11	15.2
Stratum 5		
1. Butte, CA	5	12.0
2. Elkhardt, IN	9	-4.1
3. Ottawa, MI	14	-9.6
4. Trumbull, OH	4	-26.0
Stratum 6		
1. Cuyahoga, OH	30	-20.9
Total	263	-6.4

APPENDIX B

Site Visit Reports

REPORT ON NONPUBLIC SCHOOL IN BERNALILLO COUNTY, NEW MEXICO, 1980-81

Donald H. McLaughlin

The following information concerns non-Catholic nonpublic schools that might be in Bernalillo County, New Mexico in 1980-81. (There is complete consensus among the NCES list, the State list, and the yellow pages concerning Catholic schools, of which there are 12.)

First, we consider the 16 schools on the NCES file. Two of these were correctly classified by NCES as closed; however, one of those two, NEWMEC, had reopened as the Albuquerque New School, only to close again (although it was listed in the 1980-81 State directory under the latter name). There is presently another school, opened in 1980, at the same site as NEWMEC, which has two names: the New Mexico Hebrew Academy (K-7 enrollment=19) or the N'Vey School. One of the remaining 14 schools on the NCES list serves only adults who are mentally retarded (Casa Linda School).

Four schools not on the NCES list are included in both the Yellow Pages and the State Directory. Of these, three should be added to the NCES list:

- Asbury Community School (K-12) opened in 1977-78, enrollment=41 in 1979-80, 71 in 1980-81;
- Good News Christian School (K-12) opened in 1976-77, enrollment=48 in 1979-80, 56 in 1980-81;
- Delphian School of New Mexico (K-12) opened in 1976-77, enrollment=24 in 1979-80, 30 in 1980-81.

A fourth candidate, Waldorf School (K-12), did not provide enrollment figures to the state for either 1979-80 or 1980-81, and its phone is disconnected. We should therefore not add it to the list at this point.

Next, there were nine schools in the State Directory but not in the Yellow Pages or the NCES list. Of these, four should apparently be added to the NCES list:

- Kirtland AFB School (K-1), opened before 1976, enrollment=56 in 1979-80, 78 in 1980-81;
- Paradise Christian School (K-12), opened in 1975-76, enrollment=102 in 1979-80, 140 in 1980-81;

- o Rio Grande Baptist Academy (K-12), opened in 1979-80, enrollment=101 in 1979-80, not reported in 1980-81;

- o Temple Baptist Academy (K-12), probably opened in 1978-79, enrollment=106 in 1979-80, 157 in 1980-81.

Of the other five, two are not now in operation (Big River Free School and Learning Center of America), two are not in Bernalillo County (White Oak School and the Sandia View Academy), and one is problematic (Sunlight School). Sunlight School has a post office box but no telephone listing or other address and is unknown to long-time members of its community, a small suburb of Albuquerque named Corrales. Sunlight School has not reported enrollment figures to the state for the last two years. A letter requesting information was sent by SAGE to Sunlight School on May 13, 1981. No response was received.

One other school on the State list is Del Norte Baptist Day Care and Kindergarten, which is listed as serving only kindergarten but reported (to the state) enrollment in the first grade and not kindergarten. I think this was an erroneous report. I visited this school and it was clearly in the preschool business, not the academic school business. Therefore, this school should not be included on the NCES list.

There was one other school in the Yellow Pages under "Schools-Private and Parochial-Secondary & Elementary-Academic" with an address in Bernalillo County, the Herman School. This, along with several others, was also listed under "Schools-with Special Academic Education", but they should probably not be included on the NCES list. Herman School replied to an inquiry that they just have an after-school program. Another school on this latter list, the Alternative Education Program in Canoncito, is operated by the Bureau of Indian Affairs (BIA). The Peanut Butter and Jelly School is entirely PK-K; and another, Casa Linda School, is for adults.

In addition to the NCES list, the Yellow Pages, and the State list, advertisements for Victory Christian School and Corrales Alternative School were found in a weekly suburban newspaper. Victory School will open in 1981-82, and the Corrales Alternative School, in Corrales, NM, opened in 1980-81, serving 15 children in grades K-6. This one should be added to the NCES list.

As a final note, concerning future years, the Akiba Day School, on the NCES list, has now closed, although they were still in operation last fall.

The Albuquerque Indian School is moving to Santa Fe after this year. The Albuquerque Academy and the Menaul School are both planning expansion in the near future, and the Catholic schools expect to open an average of one school per year (but only 1 or 2 grades at a time).

Evaluation of Methods. In New Mexico, local superintendents are required by law to be aware of all nonpublic schools in their districts, and nonpublic schools are required by law to report attendance figures annually to the state regardless of accreditation status. Therefore, the State Directory, in conjunction with the state attendance list, provides a nearly complete listing for New Mexico. The Yellow Pages missed five of the schools in this area.

Discussions with the School-Community Relations Office and the Organizational Analysis and Research Office of Albuquerque Public Schools provided useful information, such as the fact that one location seemed to have different schools from year to year. Discussions with headmasters of local nonpublic schools, on the other hand, while very interesting, did not aid in the location of additional schools. The Pastor at one Christian School was willing to discuss A.C.E. and to say that there were about 8 or 9 schools using it around Albuquerque. However, I sensed that he would be unwilling to list the schools, so I did not ask him to.

This appears to be a geographical area of rapid growth of nonpublic education in which any feasible method of data collection is likely to lag.

NON-CATHOLIC NON-PUBLIC SCHOOLS IN BERNALILLO COUNTY, NEW MEXICO, 1980-81

	Number	Enrollment
Schools on NCES list and open in 1978-79	13	3187 in 1978-79
Schools wrongly on the NCES list	1 (Casa Linda)	66 in 1978-79
Schools on NCES list that closed sometime after 1978-79	1(NEWMEC)	82 in 1978-79
Schools not on NCES list but open 1978-79	5	353 in 1979-80 502 in 1980-81
Schools opened after 1978-79	4	125 in 1978-80 165 in 1980-81

REPORT ON NONPUBLIC SCHOOLS IN POTTER COUNTY AND AMARILLO, TEXAS, 1980-81

Donald H. McLaughlin

The area covered by this study includes Potter County plus those parts of Amarillo that extend into Randall County. Amarillo is on both sides of the border of the two counties.

Five Catholic schools and five other nonpublic schools were on the 1978-79 NCES list. Of these, one (Grace Christian Academy) had closed since 1978-79.

Ten additional schools were included in the 1981 Yellow Pages. Of these, four were preschools or otherwise not eligible for inclusion. Of the remaining six, one (Amarillo Trade School) was nonaccredited and enrolled 19 students, ages 15 and up in 1980-81, having been established in 1971. A distinction must be made between trade schools and academic schools, but we propose not to include this in the universe at present. The remaining five schools were:

- Little Red Schoolhouse,(K-1), established in 1947, enrollment=24K and 18 1st grade in 1980-81;
- East Amarillo Montessori Center, (K-2), established in 1978, enrollment=82 in 1980-81;
- Rhema Christian School, (K-12), established in 1977, enrollment=93 in 1980-81;
- South Lawn Baptist Christian School, (3-12), established in 1980, enrollment=90 in 1980-81; and
- West Texas Christian School, (K-12), established in 1979, enrollment=92 in 1980-81.

Calls to these schools and to local churches identified three additional schools, one of which, Temple Christian, is to be newly opened next year. The other two are:

- Caprock Baptist School, (1-6), established in 1980-81, enrollment=13; and
- High Plains Christian Academy, (?), (?) (assume 1979 or 1980), enrollment approximately 20.

The latter school does not appear to be heard of by any individuals we talked to, except at West Texas Christian School.

NON-CATHOLIC NONPUBLIC ELEMENTARY AND SECONDARY SCHOOLS

IN

POTTER COUNTY AND AMARILLO, TEXAS

	SCHOOLS	ENROLLMENT
Schools on NCES list, and open in 1978-79	5	913 in 1978-79
Schools on NCES list that closed prior to 1980-81	1	120 in 1978-79
Schools open in 1978-79 but not on NCES list	3	217 in 1980-81
Schools open in 1980-81 that were established after 1978-79	4	215 in 1980-81

REPORT ON NONPUBLIC SCHOOLS IN ELKHARDT COUNTY, INDIANA, 1980-81

Carol L. Sisk

The information below is a summary of my findings of nonpublic schools located in Elkhardt County, Indiana.

There are a total of 14 schools listed on the NCES file, 7 of which were missing a county indicator. Two of these are no longer operating and both were Amish schools. Pleasant Ridge, which was located in Middlebury, has divided into two different new schools. Borkholder, which was located in Nappanee, also does not appear to be operating. According to one district superintendent, the problem with Amish schools is that there is no real way of keeping track of them. The Amish Council has an agreement with the state of Indiana that is essentially a "hands-off" policy. The schools are asked by each district superintendent to report attendance but not all schools cooperate. Further, it appears that schools just "crop up"; perhaps two families are feuding and each decides to start a new school. Amish families are quite large (perhaps as many as 15 children) and a school may only comprise two families' children.

The following three schools are listed in the State Directory and all should be included on the NCES list:

- New Life Christian (K-12), opened in 1980-81, enrollment=60 in 1981 (formerly Pleasant Ridge);
- Syracuse Christian (K-12), opened in 1968-69, enrollment=67 in 1980-81; and
- Grace Fellowship (1-7); opened in 1976-77, enrollment=15 in 1980-81.

The following school is not listed in the State Directory and is one of the two new schools started after Pleasant Ridge split. It should also be added to the NCES file:

- Maranatha Charistian Day (1-7), opened in 1980-81, enrollment=7 in 1980-81.

Of the next four Amish schools, only one was listed in the State Directory. All four should be included on the NCES list.

- o Meadow Valley (1-8), date of establishment unknown, enrollment=18 in 1980-81.

- o Hillside (1-8), date of establishment unknown, enrollment=30 in 1980-81. (listed in the State Directory);

- o Pleasant Valley (1-9), opened in 1980-81, enrollment 34 in 1980-81;

- o Garden Spot (1-8), opened in 1980-81, enrollment 14 in 1980-81; and

- o Old Bretheren Christian (1-10), opened in 1980-81, enrollment=30 in 1980-81.

There are several other nonpublic schools operated by churches that provide kindergarten at this time. In addition, kindergartens were located at a Christian college and a Montessori school.

Besides the State Directory, listings for nonpublic schools were obtained from the Yellow Pages of the telephone books, and from conversations with district superintendents and local residents. Most of the Amish schools, however, were located through the latter two sources.

Evaluation of Methods

In Indiana, local superintendents are required by law to be aware of and report all nonpublic schools in their districts. Further, nonpublic schools are required by law to report attendance figures annually to the state, regardless of their accreditation status. Therefore, the State Directory, in conjunction with the state attendance list, provides a nearly complete listing for Indiana. The exception to this rule is the Amish Council, which has its own policy for reporting schools and attendance figures, as previously mentioned. Six of the nine newly found nonpublic schools were located through the State Directory, and the remaining three schools were located through contacts with public school officials and local residents. The Yellow Page listings were not at all useful for locating Amish schools since these schools do not generally have telephones.

Discussions with the State Office of Instruction, Department of Research, provided useful information about Amish schools, such as the fact that such schools may move from one location to another quite often or that that may occasionally divide into new schools.

NONPUBLIC SCHOOLS IN ELKHARDT COUNTY, INDIANA, 1980-81

	Number	Enrollment
Schools on NCES list and open in 1978-79	14	1,968 in 1978-79
Schools not on NCES list but open in 1978-79	2	82 in 1980-81
Schools opened after 1978-79	7	205 in 1980-81
Schools on NCES list that closed after 1978-79	2	106 in 1978-79

REPORT ON NONPUBLIC SCHOOLS IN CUYAHOGA COUNTY, OHIO, 1980-81

Darlene F. Russ-Eft

This report describes the results of a 3 1/2 day site visit to the Cleveland area. The purpose of the visit was to locate all nonpublic non-Catholic schools on the westside of Cleveland and in the northwestern suburbs. The search uncovered 7 schools with an enrollment of 1580 that were not on the NCES list, as compared with 10 non-Catholic schools with an enrollment of 2,112 on the NCES list. (There were 34 Catholic schools in the same area.) Several methods were used to locate these schools, and these are described in the last section of this report. It is my recommendation that future research efforts be limited to the review of the state directories and the available Yellow Pages, supplemented by telephone calling.

Background

The public school system in Cleveland is under some tension at the present time. It is operating under a desegregation order that mandates school busing. The court-ordered head of the desegregation plan appears, in some cases, to oppose the authority of the superintendent. White flight is contributing to declining enrollments in Cleveland and to increasing enrollments in Medina County (to the south). In addition, private schools are being created because of the busing situation and because of parental concerns about the quality of the Cleveland public schools. For example, Citizens Opposed to Rearranging Kids (CORK) has established an elementary school (Freedom Academy) and a high school (Griswold High School). In talking with a mother, I learned that she sent her daughter to a private school because "students don't even learn the basics in the public schools. It doesn't have anything to do with busing."

The situation in the suburban areas appears to stand in marked contrast to that in Cleveland proper. Most citizens are reasonably contented with the public schools. The private schools that operate there are Catholic or Lutheran (but there is one Seventh Day Adventist school in Lakewood), and they have been in existence for many years. Parents are motivated to send

their children to these schools because of the religious training or other kinds of instruction that they feel to be important.

Findings

I will begin by considering the 10 schools on the NCES listing for the westside of Cleveland and for the suburbs of Fairview Park, Lakewood, and Rocky River. All of the schools appeared in the state directory and the Yellow Pages. One school, Urban Community School, was designated as Catholic on the NCES list but is actually Christian.

The discussion will now turn to schools that did not appear on the NCES list but were in existence. These include the following:

School	Religious Affiliation	Date of Establishment	Grade Levels	1980-81 Enrollment
Enterprise Christian School 5022 Bridge Cleveland, Ohio (216) 631-2134	Baptist	1977	K-12	250
Freedom Academy 6000 Memphis Avenue Cleveland, Ohio (216) 749-7400	None	1980	1-8	300
Griswold High School 8301 Detroit Avenue Cleveland, Ohio (216) 749-7400	None	1961	9-12	300
	(Chartered as Griswold Institute; now under new direction and in new location.)			
Heritage Christian School 16699 Bagley Road Cleveland, Ohio	Baptist	1974	K-12	450
St. Paul's Community Church 4417 Franklin Lakewood, Ohio (216) 651-6250	Community Church	1975?	9-12 (GED preparation)	17
Spring Valley Christian School 4676 W. 11 Cleveland, Ohio (216) 661-8423	Baptist	1977	K-12	143

Westside Baptist Christian School 18664 Sheldon Road Cleveland, Ohio (216) 267-3981	Baptist	1975	7-12	110

A comparison of the number of schools and of the enrollment size from the NCES list and from those identified during the site visit appears in Table 1.

TABLE 1

NONPUBLIC SCHOOLS IN CUYAHOGA COUNTY, OHIO, 1980-81 (including the westside of Cleveland and the suburbs of Fairview Park, Lakewood, and Rocky River).

	Number	Enrollment
Schools on NCES list, open 1978-79	10	2,112
Schools not on NCES list, open 1978-79	8	1,273
Schools opened after 1978-79	1	300
Schools on NCES list that closed after 1978-79	0	0

The search also identified several schools that will be opening in the fall. Three such schools located within the target area are listed below.

School	Religious Affiliation	Grade Levels
Christian Center Foursquare Church 1776 W 48 Cleveland, Ohio (216) 281-9292	Foursquare Church	K-12
Mother Goose Nursery School 2639 Wooster Road Rocky River, Ohio (216) 333-3133	None	1-6 (already have preschool program)

Westpark Lutheran School Ass'n — Lutheran — K-6
Bethany English Lutheran Church
15460 Triskett
Holy Cross Lutheran Church
4260 Rocky River Drive
Puritas Lutheran Church
13812 Bellaire
Cleveland, Ohio
(216) 941-2770

Appendix A provides a listing of some additional private achools that were identified during the search but were located outside the target area.

Evaluation of Methods

The original plan for the search required the designation of a target area of approximately 100,000 people. In most other search sites, this area included an entire county. Since the population of Cuyahoga County is much larger than 100,000 a smaller area encompassing portions of the west-side of Cleveland and the northwestern suburbs of Fairview Park, Lakewood, and Rocky River was assigned as the target area. This assignment resulted in a minor problem of determining whether a school was located in the target area.

My search began by contacting a family friend (and retired school superintendent), who is one of the founders of the Educational Research Council of America. He provided me with the state directory for 1979-80, and with the name of an active member of the National Association for Neighborhood Schools. In addition, he indicated that the Cleveland public library and the telephone Yellow Pages would be good sources, whereas the staff at the Board of Education would not be very helpful. His advice was fairly accurate. The public library staff were most helpful in providing me with (1) the current state directory (for 1980-81), (2) the Handbook of Private Schools, (3) a private publication of the state directory (available for all states), and (4) a copy of a newspaper article about the two schools started by CORK. The staff at the Board of Education were very suspicious of my intentions and were reluctant to talk with me. The Director of Auxillary Services (including services to private schools) did tell me that he only worked with private schools that had state certification (and appeared in the state directory). He also gave me the name of the coordinator of auxillary services for the Catholic diocese and the

names of staff in the state department of education. Later in the week, I was able to talk with one of the Assistant Superintendents, who was most gracious. However, the few schools that he named already appeared on my lists, as gathered from other sources.

The Chamber of Commerce, called the Greater Cleveland Growth Association, supplied me with a listing of 12 private elementary and secondary schools. Not one of these was located in Cleveland, and only one was located on the westside. These schools are considered the elite private academies.

A conversation took place with a member of the National Association for Neighborhood Schools, as was suggested. He was very courteous, but again I received the names of previously identified schools. Conversations also took place with staff at the Cuyahoga Special Education Service and at the Vocational Guidance and Rehabilitation Services. Although they were willing to help, their only suggestion was to use the state directories.

A review of the Yellow Pages for preschools and nursery schools, academic elementary and secondary schools, and special purpose schools yielded much useful information. I found that 41 of the schools on the NCES list (including Catholic schools) appeared in Yellow Pages. Two schools on the NCES list, with an indication of being closed, were not in the Yellow Pages. (One of those schools, Cleveland Montessori, was now housing parent education programs.) Only two schools on the NCES listing, Assumption and Our Lady of Mount Carmel West (both Catholic schools), did not appear in the Yellow Pages and are still in operation. Of greatest importance for this effort, the Yellow Pages indicated the existence of potentially 34 schools in the target area (based on the telephone number prefix) that were not on the NCES list of private schools. Checking addresses and calling the schools yielded the following information:

4 were private elementary or secondary schools

3 were private special education schools or programs that included elementary or secondary students

6 were public schools

13 were located outside the targeted area

7 were not an elementary or secondary school

Discussion with the staff at the Cleveland diocese led me to the last useful, but time-consuming source. The suggestion was to call each church, particularly the Baptist and Seventh Day Adventist churches. These calls confirmed the existence of schools that I had identified through the Yellow Pages, led me to 8 schools not previously identified (3 of which were in the targeted area) and informed me of 2 new schools that were being organized to open in the fall.

APPENDIX A

Additional Private Schools outside the Targeted Area

The searching and telephoning led me to identify schools outside the targeted area. When I had only a telephone number, I called to obtain information about the school. If, on the other hand, I knew that the school was located outside the target area, I did not gather any further information. Thus, the following list is <u>not</u> comprehensive or complete. It can, however, provide a starting point for future search efforts in the Cleveland area.

	Religious Affiliation	Date of Establishment	Grade Levels	1980-81 Enrollment
Bellefaire 22001 Fairmont Blvd. Cleveland Heights, Ohio (216) 932-2800	?	?	?	?
Bethel Temple 12901 W. Pleasant Valley Rd Parma, Ohio (216) 842-9600	Assembly of God	?	?	?
Church of God Brecksville Road Independence or Brecksville, Ohio	Church of God	?	Elementary (possibly secondary)	?
Columbia Road Baptist Church (SBC) 4116 Columbia Road North Olmsted, Ohio (216) 777-7539	Baptist	1977	K-9	?

The Kings Academy 30635 Lorain Road North Olmsted, Ohio (216) 777-3333	Nondenominational Christian	1978	K-9	325
North Olmsted Assembly of God 3874 Columbia Road North Olmsted, Ohio (216) 777-5499	Assembly of God	1980	K-8	90
Parmadale Children's Village 6753 State Parma, Ohio	?	?	?	?
Parma Heights Baptist Church Parma Heights, Ohio	Baptist	?	1-6	?
Southeast Special Class for Retarded Children 5045 Warrensville Center Road North Randall, Ohio (216) 662-5995		?	?	?
Westshore School Middleburg Heights, Ohio		?	?	?

REPORT ON NONPUBLIC SCHOOLS IN BURLINGTON COUNTY, NEW JERSEY, 1980-81

By Bruce S. Cooper

Introduction

I arrived in Burlington County, New Jersey, a region with 390,000 people bordered by the Delaware River to the north, the Atlantic Ocean to the south, armed with my wit, a short list of private schools, and a mandate: Find all the non-Catholic nonpublic elementary and secondary schools within the county. And, tell how you did it. Thus, the purpose of this report is just that: (1) to list and analyze the universe of nonpublic non-Catholic schools for elementary and secondary-age children and (2) to provide a journal of how I found (or didn't find) these schools. To these goals, I added a related purpose: to tell the next person how to locate nonpublic schools and what to watch out for.

The report, then, is an analysis, a description, and a do-it-yourself manual for those so inclined to stalk the private school (not unlike the "wild aparagus"). I have done only one county; Williamson and Maury Counties (Tennessee) remain.

What I Found

After a week of investigation in Burlington County, New Jersey, I located a total of 14 non-Catholic schools which were not listed in the print-out of the National Center for Educational Statistics. That is a 155.55 percent increase over the 9 non-Catholic schools known at the time the list was created. I next analyzed the shortfall in student enrollments, again based on the NCES listing. While there were 155.55 percent more schools in Burlington County than listed, the increase in pupils was only 77.46 percent. That is, the NCES list (double checked by me) showed 1,602 students in nonpublic non-Catholic schools in the county. With the 14 newly identified non-Catholic schools the enrollment total jumped to 2,843, an increase of 1,241.

These statistics indicate one thing: that the as yet undiscovered schools in the county tended to be smaller than the known schools. For, if the number of students had increased in the same proportion as the number

of schools, we would have anticipated a rise of about 2,491 children, not 1,241. Besides being smaller, the newly discovered schools also were newer. Ten of the 14 were less than five years old, with three in fact having just opened this academic year (1980-81). The new-comers to the private school family were mostly Christian Academies; were mostly elementary-secondary schools combined; and were small.

Further, the NCES list did not include the county's three special needs schools: the Cerebral Palsy Center, the Dobbins School, and the Midway School. These three are private, for compulsory age children, and should, I believe, be included on a list of private schools in the county.

In summary, my search turned up 14 unaccounted for nonpublic non-Catholic schools in the county. They are, for the most part, small, new, and comprehensive (K-12th grade) Christian academies or schools, though not always. Others were likely excluded from the NCES for categorical reasons: no one bothered to include nonpublic schools for special needs children or they forgot to ask.

How I Found These Schools

The search for nonpublic schools took me all over the county. I began by driving around, looking, taking in the typology, lay-out, population distribution, and school district lay-out of Burlington County. Tooling down Highway 130 from Camden to Mt. Holly, I saw a huge sign: "Holy Cross High Schoool." It was on my list as the only Roman Catholic secondary school in the county and one of three in the Diocese of Trenton. I drove in, walked down the hall, and marveled at the order, cleanliness, and general respect shown by the students. I stood around the office, talked with the head football coach about who they play (no hidden private schools there); I inquired with the secretaries about the "feeder schools" which provide the flow of students to Holy Cross. And I borrowed a Yellow Pages and listed the private schools in the county, checking with the assistant principal concerning the location, type, and affiliation of the schools.

I also exchanged a joke (actually, I grabbed it with nothing to contribute): "Two private schools were in trouble financially. One was Catholic; the other Jewish. In despair, they decided to merge. In searching for a new name, they decided to call their school "Our Lady of Perpetual Guilt." Already, I realized that if the people at Holy Cross and those in

the phone book were to be believed we had a fair number of unaccounted for nonpublic schools on our hands.

At that point, I decided to continue to the county seat, Mt. Holly, New Jersey, to do the following: talk with people in the county Superintendent of Schools office, both the person in charge of general administration and also the head of Special Education for the county. The former produced a list of private schools which were voluntarily registered with the county and the state; the latter handed me all the Special Education materials, including information about the three county private schools for special needs pupils. Armed with a burgeoning list and increased confidence, I drove over to the County Economic Development Office for a bit of hard sell from the staff: Wow, what a county! They provided a list of the townships and school offices, making it possible for me to visit and/or call the heads of the 45 public school districts in the county. After a nice lunch, I headed across the flatlands to the county's major town or city, Willingboro.

In Willingboro, I got lost ten times, not being used to a metropolis after hours of driving on rural back-roads. The township had cleverly hidden their central school administration offices in a junior high school without changing the names. I found the assistant superintendent, however, who handles the textbook orders for private schools which opt to receive state aid to nonpublic schools. In fact, I saw the book orders. I also wrote down the names, etc. of the 11 schools in the area which voluntarily "went public" and were recipients of mild forms of parochial aid. I checked, also, to make sure that the list of special needs schools was correct and that no one knew of any other schools.

I then headed for rest and sleep. The next few days found me traveling through the beautiful pine forests of central Burlington County; checking out Ft. Dix and McGuire Air Force base; gazing longingly at the Atlantic Ocean but avoiding the temptation to leave the county for Atlantic City and the casinos); and hours on the telephone, calling every school district, and confirming the growing list of nonpublic schools. In fact, the phone remains the investigator's best friend, saving the hours of frustrating driving and getting lost. But such a study could not be done by the wire; one must press the flesh, talk with people, visit schools, wait in outer-offices and hallways for public officials, and get lost. I also phoned the State Department of Education, talking with the head of special

education and nonpublic schools. While removed from the scene, these officials often did have lists of private schools, though I found that these lists were also available in the County Superintendent's office (but it never hurts to try).

How to Do It

From the anecdotes, one can probably winnow some method. I shall keep this section brief since I haven't yet codified the complete strategy for school stalking as yet.

1. Check with Local, County, and State Officials: Public school, welfare, special education, and public service officials have some knowledge of nonpublic schools, though I found them to be narrow in their insight. That is, the State Special Education Director knew about approved special needs programs; the county head of economic development knew about the established schools; and a Jewish assistant director knew that the county had no Jewish day schools (she sent her children out of county).

The state did not regulate nonpublic schools; hence, there was no complete list. But some private schools sought public help and they were known to local, county, and state offices.

2. Call and Visit a Sample of Nonpublic Schools by Type: Dropping by a school, introducing oneself as someone interested in nonpublic education, allows one to use the grapevine. I also pulled out the Yellow Pages (under SCHOOL, elementary and secondary) to go through it with school people. They could tell you (1) whether the school was for elementary/secondary children, (2) whether the address was in the county, (3) whether the school was still open, and (4) for whom to ask at the school.

3. Think and Work Geographically: Buy or borrow a map; work systematically from most rural to most urban. Using the trusty list of school districts and administrators, call or visit all or most of the central offices. I would call or visit, ask if there were any private schools in the district, and particularly, if the county and district had any Christian schools. Often, I found that parents were willing to drive their children many miles across and out of school districts (even counties) to get their child into a Christian school. By working geographically, one can get a sense of the location and density of population. Obviously, the more populated an area, the more likelihood of nonpublic schools.

4. Use the Phone: The phone is your best friend. I was able to call literally dozens of officials, schools, and offices. Once one has the lists, numbers, and strategies, much can be accomplished over the telephone.

5. Use the Yellow Pages: Schools need patrons. Hence, most of them advertise in the Yellow Pages (let your finger do the walking) under SCHOOL. Be careful to differentiate post-secondary and pre-school programs from real day and boarding schools. Also, watch out for schools that work with children after regular schools: such as PREP programs for college, tutoring programs, General Equivalency Diploma programs, etc. Also, public schools usually have a listing and should be avoided.

6. Work by Type: It is useful to call each type of school to see that no other kindred schools are around. "Are you the only 7th Day Adventist School in Burlington County?" "Yes, we have one in Trenton and one in Camden--different counties." Often similar schools know about one another.

7. Double Check New Finds: One should doubt oneself. Either ask more than one person about a school; or better yet, call the school and talk with them about their size, age, affiliation, and grade-span.

8. Always Check with the Diocesan/Archdiocesan Offices: The Roman Catholics are great record keepers, God bless them. So, one can easily up-date your data by giving them a call or visiting the offices, if they are in or near the county.

9. Be Open and Observant: Often, I ran into schools just by driving around and looking. Any structure that might be a school came under scrutiny. Groups of homes introduce the possibility of a school. Secretaries know as much as superintendents, maybe more. So talk with them. Get a lead and follow it up.

NONPUBLIC SCHOOLS IN BURLINGTON COUNTY, NEW JERSEY, 1980-81

	Number	Enrollment
Schools on NCES list and open in 1978-79	9	1,602
Schools not on NCES list but open in 1978-79	13	1,198
Schools opened after 1978-79	1	43
Schools on NCES list that closed after 1978-79	1	47

SCHOOL-SCOUTING IN TENNESSEE:

OR, Private Schools in the Rural South Today

Bruce S. Cooper, Ph.D.
Dartmouth College

Introduction

Nashville and environs was like going home; for I grew up in North Carolina in a town very much like this one. The people, too, were like home, with all their gentleness and pleasantries: "Ya'll come see us, now." The two counties under investigation, Williamson and Maury (pronounced like "Murray", I quickly learned, since no one had ever heard of Maury), are located due south of Nashville, down U.S. 31, which runs through the county seats of Franklin and Columbia. The land is gentle, too, with rolling hills, large ante-bellum horse farms, which are more like plantations than "farms." Besides the decidedly suburban quality of Brentwood, the remainder of Williamson and the entirety of Maury counties are truly rural-farms, livestock, Purina feed signs, and miles and miles of open land. The towns tend to be small, compact communities with long histories: markers indicating the site of a Civil War (or the War of the Northern Invasion) battle and Franklin High's famous Marching Band and its trip to the Orange Bowl in some past year.

The area has a basic belief in public education. It is stable, calm, and accepting. While a few Roman Catholics live here with small Catholic churches, there are no Catholic elementary or secondary schools in either county. (In Nashville/Davidson County, however, the Diocese of Nashville operates about seven schools which fall outside the purview of this investigation). The private schools that do exist fall into three categories, basically. First, I found some old, established, militarylike academies, including such places as Battle Ground Academy (BGA), Brentwood Academy, and others. Second, a charitable organization, King's Daughters, runs a home and school for special children. And, third, I located a burgeoning group of new, small, and highly active Christian academies of the sort found throughout the nation.

In this report, I present the results of my search for nonpublic schools in Williamson and Maury counties, Tennesee, as examples of rural, Southern settings. I shall also analyze these results a bit, trying to squeeze some explanations from the data. Third, again, like in New Jersey, I shall explain how I went about locating these schools, what tactics and strategies I used, and what might be done elsewhere, should anyone else strive to locate private schools in rural places. Perhaps, too, a few comparisons between New Jersey (near Camden) and Tennesee (near Nashville) would be in order.

The Information

The National Center for Educational Statistics (NCES) listing of nonpublic schools in these two counties presented a grand total of only 5 private schools for elementary and secondary children. Besides being too limited, the list was also inaccurate in the delineation of the schools presented. After my search, I found a total of 11 schools, more than 100 percent more than anticipated. Enrollments, too, were higher than indicated by NCES: about 1,622 as compared to the 1,244 from the list.

Williamson County, located just south and contiguous with Nashville/Davidson, was supposed to have only three private schools: three old-style academies which function as country day schools. In fact, we found three additional schools, all Christian schools: Franklin Christian Academy, Lord's Chapel School, and Franklin Road Academy. They are all somewhat new, though Franklin Christian Academy was founded all of 8 years ago. When I asked why there weren't more private schools, respondents indicated that many children go into Davidson County (Nashville) to such programs as Maranatha Christian School, as well as the many (seven) Roman Catholic schools, one Jewish day school, and several day schools. The Seventh Day Adventist School (Lela Whorton SDA School), several schools for severely handicapped children, and others are within easy commuting distance from many parts of Williamson County.

Statistically, Williamson County has increased its number of nonpublic schools 100 percent from the NCES list, from three to six. Enrollment jumps too when we add in the newly discovered programs: totals increasing from 926 to 1,199 pupils or 29 percent. See Table 1. Hence, like Burlington County, New Jersey, Williamson County's private schools increase at a

much higher rate (100 percent) than its enrollment rate (only 29 percent). In both New Jersey and Tennessee, this difference exists because new schools are much smaller than older ones (recall that New Jersey data showed a 155.5 percent increase in schools but only a 77.46 percent increase in pupils in nonpublic schools).

TABLE 1

INCREASES IN NUMBER OF SCHOOLS AND
STUDENT ENROLLMENT IN TWO TENNESSE COUNTIES, 1981

		Williamson County	Maury County	TOTAL
NCES LIST:	Number of Schools	3	2	5
	Enrollments:	926	318	1,244
COOPER LIST:	Number of Schools:	6	5	11
	Percentage change:	100%	150%	120%
	Enrollments:	1,199	423	1,622
	Percentage change:	29%	33%	30%

The three new schools in Williamson County may be described as follows:

1.	Franklin Christian Academy Grace Church, Arno Road Franklin, TENN.	Founded 1973 54 Pupils	(Kindergarten through 12th Grade) Uses ABéKA Self-Paced Curriculum
2.	Lord's Chapel School Old Hickory Blvd. & Granny White Pike Brentwood, TENN.	Founded 1978 170 children	(Kindergarten through 12th Grade) Uses both Accelerated Christian Education and ABéKA curriculum
3.	Franklin Road Academy Franklin Road Franklin, TENN.	Founded 1980 49 children	(Kindergarten through 12th Grade) Uses ACE Curriculum

In Maury County, there was greater diversity of nonpublic schools, presenting a more interesting case for analysis. First of all, we had expected to find only two nonpublic schools when indeed we located five!

The percentage increase was thus 150 percent over the National Center for Educational Statistics list. Second, the enrollment figures were also higher, from 318 in two schools to 423 in five, or a pupil jump of 33 percent. See Table 1, column two.

Second, the mix of schools was fascinating for such a small county (54,333 people). As indicated on the NCES list, there was a King's Daughters School, which was and is a residential private school for special children and adults. Evidently, the King's Daughters are a women's service club in Maury County which has long supported schools and programs for the poor and needy (a wonderful symbol of 19th century voluntarism). King's Daughter School has 245 handicapped people and is used, according to the Maury County Superintendent of Schools, Mr. Evans, by public schools as a placement for seriously impaired children.

The Columbia Military Academy is no more! Hence, the NCES list was incorrect; but not entirely. That is, the regional Church of Christ congregations purchased the academy, dropped the guns and uniforms and took up the Bible instead. They have 275 children, up slightly from the NCES enrollment figure. They, like the other Christian schools, are kindergarten through twelfth grade. Tuition is high: a range from $1,025 for the early grades to $1,200 for upper levels. This transition occurred in 1978, when the ailing military school went under. The Church of Christ group bought the school for the cost of the military academy's $1.5 million debt. The curriculum of the Columbia Academy (no military; no Christian in the name) is not born again and they do not use the ACE. Rather, it is more closely akin to the Church of Christ's doctrine itself. Also, they employ regular teachers, rather than depend on the self-teaching methods of the Accelerated Christian Education (ACE) approach: hence, the higher tuition costs.

The third and fourth Maury County nonpublic schools are both Evangelical Christian academies: the Calvary Jesus Name School, founded in 1978, with 35 children, uses the ACE program; the Columbia Christian Academy (not to be confused with the Columbia Academy mentioned above, though they get each others' mail), also founded in 1978, has 40 children from grades K through 12th. These two schools are related historically, for the Pentecostal Christian Church (which founded the Columbia Christian Academy) was a break-away group from the Calvary Jesus Name Church. Both schools are

similar: using the same type of curriclum, the same religious outlook, and both meeting in their churches. Both have about the same number of children (35 to 40) and are typical of Evangelical schools found in New Jersey and elsewhere.

Finally, the sixth private school in Maury County was started by the Reform Presbyterian church; it is called the Zion Presbyterian School, Route 1, Zion Road, Columbia, Tennessee. Currently, it has second through tenth grade but plans to go to Kindergarten to 12th grade next year. They use the Alpha and Omega curriculum, which fills in with additional activities where the ACE leaves off. Tuition is $700 per child.

Hence, Maury County offers a variety of Christian school experiences, ranging from Pentecostal/Evangelical, through Presbyterian, to Church of Christ. If one doesn't care for one Evangelical school, there is another. There are large schools (with 275 children) and small ones (with only 35 spread over 13 grades); new ones and even newer ones; and even a school for special children.

Maury County, unlike Williamson, does not offer a non-sectarian private school experience. While Williamson has Harpeth Academy, Battle Ground Academy, and Brentwood Academy which are not particularly religious, all four of the private schools for regular (non-handicapped) students in Maury are Christian in some form. Perhaps, the growth of academies (country day schools) in Williamson is an indication that these schools are functioning as suburban alternatives to the Nashville Public Schools. Williamson has a perfect balance of three Christian academies (all new) and three older, status, day schools, BGA (Battle Ground Academy) being perhaps the best known.

If these two Southern counties are any indication of national trends in nonpublic schools, we are seeing a well-spring of new, private schools. While their numbers (enrollments) are small, they indicate a major change in the definition of education in the U.S. Families place religious training alongside and co-equal with academic development. I grew up in the Bible Belt: North Carolina. My public school was really a kind of Christian academy: prayer daily, Baptist ministers preaching regularly, and God everwhere. As a Jew, I remember the discomfort. Perhaps, now, the public schools have ceased to be Christian schools and some families have gone into the private sector for succor. I don't think Southerners are any

more religious than they were in the 1950s when I went to R.J. Reynolds High School, Winston-Salem, N.C.; I just think that they now find the schools too irreligious for them.

So while the academic schools (like Brentwood, Harpeth, and Battle Ground academies) will continue to fulfill the needs for college preparation, the Christian schools are more concerned with souls than college admissions. For the vast majority of children in these Tennessee counties, they will continue to attend public schools. In Maury County, for example, there are some 9,874 children in public school and 423 in private schools, or only 4 percent (compared to the 9 percent nationally). Public school children are receiving a mildly Protestant experience, since the county is almost entirely Christian and Protestant. But for those families who want a more explicit form of religious schooling, the Christian academies seem the answer.

School Tracking in Rural Counties

Private schools in rural counties are much harder to find. They rarely have advertisements in the Yellow Pages; they are often indistiguishable from Evangelical Churches; and they are rarely part of national or regional associations. Hence, tracking them down requires more skill, care, and patience. Further, the absence of cities and towns makes it difficult to drive into the population centers and look around. My approach, then, in Tennessee was somewhat different from New Jersey and is likely more appropriate for rural Southern and Midwestern locations.

Using Official Structures

So, the first thing I did was to visit the county seats of Williamson and Maury counties: Franklin and Columbia respectively. (I used the map to figure out which towns were the seats of county government.) I asked directions to the County Superintendent of Schools' offices. In Williamson, there are two superintendents: one for the city/town of Franklin (called the Franklin Special School District) and the other for the remaining county (Franklin County). The "city" schools were poorer, more racially diverse, and evidently less desirable, according to some respondents. The county schools included the wealthier areas of Brentwood and the rich horse farm regions to the south.

At any rate, I called on both the Franklin city and county school leaders, to find out the following:

1. Were there any special needs schools for handicapped children operated in Williamson County in the private sector? The answer was no, though in Maury County there was the King's Daughters School, which was private and for handicapped children and adults.

2. Were there any means for recognizing private schools officially in Tennessee and in the county? The answer was no. The state of Tennessee does not regulate nonpublic schools and the superintendents did not oversee these schools. What contact did the public schools have with the private ones, then? In both counties, the attendance officer of the county was required to keep up with all children between the ages of six and sixteen. Hence, when a child transfers or registers in the nonpublic school, the superintendent's office was contacted. By going over the list of schools, I was able to locate some information on private schools. I did not totally trust these data, however, since once a children transferred out, the superintendents' offices lost touch. Further, the file itself was not well organized: really a file of transfer slips with the child's name and the school to which she/he moved. But the source was very valuable in getting the names, addresses, telephone numbers, and principals' names.

3. What else had the superintendent heard about these schools? I then talked informally with the superintendents and others about nonpublic schools in the county. They told me about the development of private schools in their counties, the changes in name, sponsorship, and so forth. Basically, these men argued, the public preferred the public schools, with only a few parents going elsewhere. Also, some parents were willing to drive long distances, even into Nashville, to get their child into a school they liked.

The State

The State Department of Education has very little to do with private schools. If a private schools wishes to be "state approved," it must undergo a rigorous, yearly review; if, on the other hand, the school wishes to be approved by the Southern Association of Colleges and Schools, it could gain many of the same privileges without going to the state. The Southern Association approval allows students to transfer into public schools and colleges with full credit (laterally) from their nonpublic school experience.

In Tennessee, I spoke with Messrs. John Gains and Donald Wood of the State Department of Education. They gave me a list of all private schools in the state, a list garnered from the superintendents' lists of schools in their districts. Since children must attend school in Tennessee under their "compulsory education law," families are required to register when their children enroll in private programs. But, my list from Williamson and Maury counties was longer than the State Department of Education's list, since local superintendents had been slow in sending along the names of schools or local supts. were ignorant of some newer, Evangelical programs.

In talking with Mr. Wood, I learned that the list of state approved schools in the last decade had grown from 30 to 130 (these are the larger, more formalized echools). The Southern Association list too has increased, though few private schools have the energy and time to be approved by both the State Department of Education and the Southern Association of Colleges and Schools.

Thus, in both New Jersey and Tennessee, there is some designated person in the State Departments of Education who keeps up with the nonpublic schools (for regular, normal children). Another list often exists for special needs schools in the State's Special Education Department or whatever it's called. Advice: When calling the State Department of Education, check for (1) the office or director of nonpublic schools, (2) the coordinator of special education, looking for private schools for special needs children, and (3) the list of county superintendents as contacts in the local areas. Do not, however, trust their list completely, since in both Tennessee and New Jersey, I found many more schools than the State Deptartments had note of. Most were small, new Evangelical, Pentecostal schools, as one might expect. The point is, I guess, that one should trust only those schools which one can find personally. The first-hand, empirical list (which we collect) is more accurate than any bureaucratic listing held by a State Department of Education or school superintendent. The official listings, like the one from NCES, are good starting points, only.

The National Level

Since there were no Lutheran, Jewish, Roman Catholic, or Episcopal schools in Williamson and Maury counties, the national listings of such

organizations as the National Catholic Education Association or the Commission on Jewish Education of the United Synagogue of America, were useless. Of course, one does not know that there are not nationally listed schools until one looks. I consulted these lists (which were also presumably part of the NCES listing), but to no avail.

Local Sources

Besides the Superintendents, whom I have already discussed earlier in this section, there are also other sources at the local level. When I stopped for lunch, to have a barbeque for which Tennessee is so justly renowned, I struck up a conversation with the owner and the waitress. Both were a well-spring of information about private schools in the area. Often they didn't know the exact name of a new Christian school; but they could recall that it was on Arno Street, in the Grace Baptist Church. When I put that together with other information, it was a useful cross-check. Of course, people have no sense of county lines, so to go across from Williamson into Davidson County to go to school is no big deal. Notions of distance are quite different for rural people: to drive thirty miles to school is not a big deal when the trip to public school on a bus is easily eighteen miles anyway.

I also talked with local ministers of Christian churches: they knew not only about their own schools but would give interesting insights into nearby schools. In one county, in fact, one school resulted from a schism within another congregation. The exact details of the liturgical falling-out escaped me: but they did fracture into two Christian day schools from one source.

Conclusion

In some ways, school hunting in Tennessee was more difficult and less rewarding than in New Jersey. The absence of a well-established system of nonpublic programs, particularly of the Roman Catholic variety, made the task harder. The schools were scattered, less visible, and less important to the area. One could argue that nonpublic schools were a vital part of the educational offerings in the Burlington County area; in Tennessee, the private schools were smaller and less numerous.

Administratively, however, one was dealing with only three school districts in Tennessee (Williamson and Maury) while there were many more scattered all across Burlington County (about 34, I think). Hence, one could call a few people in Tennessee counties and have a handle on the unit and the withdrawal slips (under the Tennessee compulsory education law). While I didn't totally trust these lists, since some families ignore the law and place their children directly into a private school without notifying the county superintendent, the list was more accurate than any other I found in the area.

I guess I like the diversity and density of people and schools in New Jersey and found the sparse population and distances frustrating in Tennessee. In both places, however, there was some reward in finding new schools that no authority had previously recognized. I learned something, too, about the intense religious feelings of the founders of Christian academies in both the Middle Atlantic and Southern states.

NONPUBLIC SCHOOLS IN WILLIAMSON AND
MAURY COUNTIES, TENNESSEE, 1980-81

	Number	Enrollment
Schools on NCES list and open in 1978-79	5	1,244
Schools not on NCES list but open in 1978-79	6	594
Schools opened after 1978-79	1	49
Schools on NCES list that closed after 1978-79	1	240